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ideal basis ; and along with this the power of showing its connection with the things of the imagination and the spirit. From the matter-of-fact region of science may therefore be imported much that is of great value.

In fine, my teacher of rhetoric needs to be an all-round man, such a man as combines in the finest spirit the best acquirements and accomplishments. I am not ashamed to magnify my calling. It is a pity if young instructors regard the teaching of English as synonymous with the wielding of a blue pencil ; a pity when they are restless in the English chair and are always shaping wings to fly to more desirable places. The teaching of rhetoric ought to be more than a preliminary ; as an end in itself, a life calling, it yields to no other profession in its capacity for the highest usefulness and influence.

J. F. Genung

Amherst, Mass.

THE N. E. A. AT DENVER

This is a big country. The N. E. A. is the biggest educational association in the world. The Denver meeting was the biggest meeting in its history. These facts are all undeniable. There is certain enthusiasm connected with bigness and there was a good deal of it at Denver despite the four days' steady rain. But when it comes to crowding ten thousand people into a church intended for three thousand at most, they don't go in ; and when one thousand five hundred people wish to get into a hotel that will hold five hundred, there is an opportunity to run up the prices, and this opportunity, we are sorry to say, a certain palatial hotel in Denver embraced with more than western enterprise. The N. E. A. made more than \$20,000 at Denver. It has a good deal of money already. What better use could be made of some of it than to buy an enormous circus tent which would hold any crowd that could be got together ? This could be shipped from point to point on a special train as the Association travelled, and its erection in the early hours of the morning would be an added attraction to the

meeting. In common honesty, a circus should be run in one end of the tent for the benefit of that large contingent of the membership who would be glad to exchange their "proceedings' coupon" for a family ticket.

The programme was good and well carried out. There were fewer stars than last year but the support was excellent. The Herbartians had a good fair chance which they shrinkingly embraced. President De Garmo's paper on "Co-ordination" was as strong as anything that has yet appeared in that field. The great problem of what to do for teachers who are already "at it" was considered. The training class, the institute, and the reading circle, each had its champions, but these champions rode, not at each other, but side by side against the common enemy. The topic was omitted in this discussion that ought to have held the foremost place, and that was professional literature. Educational journals and magazines as a class have not been taken under the protecting wing of the N. E. A., in fact they felt that they were not quite as much respected as they should be, so they organized at Denver, about all the representative ones being in the plan, and hereafter the Educational Press Association is going to be a factor to be reckoned with. The best work was done, of course, in the departments. The attendance at some of the meetings was fairly representative, at others not at all so. Is there no way by which the departments of the N. E. A. can be given a national representative character? They ought to have such a character above all educational organizations. It is a good thing to go off on a junketing trip, a very fine thing to get together and exchange experiences, a natural thing to go home and remember only a pleasant time, carrying back perhaps a little inspiration from contact with fellow workers, but it is a much more hopeful thing that under wise leadership, (and especial credit is due for this to President J. H. Baker, of Colorado,) the N. E. A. has taken up in a business-like way certain definite problems of the greatest national importance. Thus the relations of the secondary schools to the colleges and universities were taken up,

incompletely it is true, in the report of the Committee of Ten. Last year the N. E. A. took a vacation from such arduous labor, but the Department of Superintendence produced the Report of the Committee of Fifteen on City Schools. It is now the turn of the Country Schools. Two thousand five hundred dollars were appropriated and a committee appointed to look into them and arrange for ameliorating their condition. All success to the committee!

SECONDARY DEPARTMENT.

It is highly to the credit of the Secondary Department that the attendance at its meetings was not only large but quite representative. True there were few from the East, but these few were well qualified to stand for the East. The Mississippi valley, the South, and the West were represented by some of the strongest secondary workers. There was a professional spirit characterizing the meeting that was admirable. President Smiley deserves the highest praise for the excellent programme. It was particularly interesting inasmuch as the various papers called out lively and helpful discussions. Nothing was more noticeable than the cordial approval given to the Address of the Committee of Twelve of the American Philological Society. President Smiley and Superintendent Nightingale urged the members of the department to sign this address, with the result that a long list of names, containing those of many of the most representative schoolmen, was added to the address. No one seemed to disagree with it. The address is published elsewhere in this issue. The programme was carried out as printed in the April SCHOOL REVIEW with the exception that Dr. MacKenzie was unfortunately obliged to be absent, and the discussion of his question went over. There were so many good things said in the discussions that we cannot refrain from printing some of them.

Particularly interesting was the discussion on Professor Jones' paper on the relations of secondary and higher schools. Among the speakers and good things spoken, are the following:

Supt. A. F. Nightingale: I do not know that it would be safe in this silver city for a Chicago man to present any golden opinions even if he had any. I am not in sympathy with the charge made that the colleges of the country were so engaged with their various idiosyncrasies as not to be in sympathy with the work done in our high schools. The best high schools and the best colleges are in very close sympathy and the poor colleges and poor high schools are in close sympathy. The college men of this country are too wise to draw away from the high schools upon whose success their own life depends, and the high school men are too wise not to so strengthen their courses of study as to prepare amply for any college. Practically the high schools of this country are all accredited by the colleges of the country. All colleges and universities except Harvard and Yale receive pupils on certificates, or something that amounts to the same thing. We cannot expect that the graduates of our schools can be received into any college unless we do the work that college requires. The high schools are uplifting themselves with much greater rapidity than the colleges of the country are uplifting themselves. The educational progress of this country to-day is such that we must individualize our work in the schools of the country. The time is past when we can take the children and put them all through identically the same course of study. I am proud to have my name signed to this protest of the American Philological Association against any course receiving the name of classical which does not provide for at least five recitations a week in Latin through four years, and for the study of Greek through three years, but at the same time I am persuaded that it is a crime to try to persuade some pupils to study either Latin or Greek, and it is a crime to induce others to go into the depths of scientific study. It is our duty to lead the development of minds along the line implanted in them by the Creator. One course of study in a high school is enough, but it should be so provided with electives that every student can find in it what appeals to his individual powers. There should be of course a general admixture of all if the pupil is able to receive something of all. It is the individual that we should study. I am glad that the high schools and the colleges of the country are drawing so closely together. I believe that the colleges are doing immense good to the high schools. I believe that the high schools are able to occupy the entire field, a large part of which has been occupied by private and endowed

schools. The high schools hold the key to the situation. Let us not throw it away. What the high schools demand, universities will willingly do.

Prof. B. A. Hinsdale, Ann Arbor: Let us consider for a moment the real question under discussion: What shall be done towards securing the adoption of the secondary school programme of the Committee of Ten? In urging action along this line Professor Jones has spoken of these programmes as types. I do not understand that they were ever intended to be anything else. They are what we perhaps may call norms that are to be in some degree and in some manner filled out as we advance in the discussion. I do not know that any educational authorities recommend the adoption of these courses as they are formulated. What we should do is to do all we can to secure a movement along these lines, using these courses not as finalities but as types which can guide us in achieving something better. What can be done? It is certain that we can do nothing at present, working for the legal or state administration standpoint. Our educational foundations are not along these lines. We must seek the accomplishment of our ends by way of discussion and action on the part of universities and colleges in their individual capacity. This is the first step. In regard to the final point of Professor Jones, such an organization as he proposes should, as a matter of course, look towards a national organization of this sort. In the meantime, in my judgment, results that will be wholesome and salutary within certain limits may be achieved by local organizations of this kind, as for example, one on the Pacific Coast, one in the Mississippi Valley, and one in New England.

Principal J. Remsen Bishop, Cincinnati: I believe that if the colleges of this country were to throw open their doors upon some such terms as seem to have been adopted in California, we could send a vastly increased number of pupils to the colleges. Now I think that could be safely done by the colleges. I feel somewhat jealous myself of the standing of the colleges. If I thought that throwing open the doors would lower the standing, I should oppose it. When we consider the character of the professors in our colleges, to ask the question—Would these men allow the standard to be lowered?—is to answer it. The high schools would come up.

Prof. E. E. Brown, Berkeley, Cal.: The vital suggestion in Professor Jones' paper is that there should be a conference in connection with this section that should take steps looking to-

ward the calling of some such congress or senate as he proposes. The report of the Committee of Ten left this matter in an unfinished state, or rather the real problem is one not touched by the Committee of Ten. As regards state organization in this country, we are for the most part neither on foot nor on horseback. We have a sort of middle form of organization that is mostly lack of organization. Of our states perhaps five have systematically undertaken secondary education, properly so-called. New York has, Wisconsin, Minnesota, Indiana. We have in other states something approaching state system of education which has grown up through the character and influence of the state universities. Michigan, California, Minnesota, and some others are in this class. The problem of the formation of state systems of secondary education is strongly emphasized by the relations of the secondary schools to the colleges and universities, the relation that is emphasized by the report of the Committee of Ten. But the report passes over the fact that these relations cannot be achieved permanently without a system. How much can be done in this direction is a very serious question, but it is a question for such a body as that which is proposed to consider.

The interest the second day centred about scientific study in the high schools, the admirable papers of Principal Westcott on Biology, and Principal Harris on Physical Geography exciting a lively discussion, much of which we reproduce here.

Prof. Storm, Storm Lake, Iowa : The remarks that have been made simply indicate that Physical Geography as usually taught is practically hash. If we take away from Physical Geography, Astronomy, Geology, Biology, Meteorology, Physics, Chemistry and a few other auxiliary sciences, what should we have left ? The question arises in my mind whether it is better for the child to take the elements of each of these sciences which concern Physical Geography, or whether it would be better for him to take these sciences in their fulness, by laboratory methods, of course, and then have a brief course—I should say three or four months would suffice—to apply all of these to the earth. While the suggestions made are most excellent, this work will not be work in Physical Geography, but will be simply work in the various sciences. I see one objection to this plan; that is, that the pupils who do not complete the high school course fully will

not get this application of the sciences to the earth. Whether or not that objection is sufficient to overbalance the advantages that would come from studying these various subjects in the logical order and at the proper time is a question for us to consider. I believe that when these studies are pursued by laboratory methods, three months' time would be sufficient to cover all the work in Physical Geography.

Principal Buchanan, Kansas City : I am converted to the microscope first. In this school to which I refer we have Biology two years, Zoology the first year, Botany the second, both on the laboratory plan. Every pupil this year has made as many as a hundred and fifty slides himself to be used in the work. That is a great step in the right direction, I find that under the influence of the master mind that is teaching this subject, they have not only been able to make useful apparatus but they have by reversing the microscope been able to cast upon a screen a large picture of the subject that they were examining. Prof. Harvey has had a special lense made which they used in the reversed microscope and by means of a large screen what is visible to the eye of one student is made visible to all. Within the last four years we have put Biology on a purely scientific basis, using pure laboratory method. Our pupils have a greater interest in high school work than they have ever had before. We have scientific work in every year in the course, the first year Zoology, in the second Botany, the third year Chemistry, and the fourth year Physics, and we find that the preparation given in the first years of the course makes easy sailing over what used to be rough seas in the later years. The pupils in the school are more easily controlled and I attribute this very largely to the interest gained through the study of subjects in the natural way.

Prin. E. W. Coy, Cincinnati : At the beginning of this year we thought we would try commencing with microscopic work. One trial is not sufficient to establish the advantages of it. Yet I was very agreeably disappointed in the results, especially in the interest awakened. I had not believed it was practicable to introduce the study of the cell with the microscope in a class of young pupils, but I am trying it this year. I find an amount of interest that has greatly surprised me. If it should continue in this way I should be entirely converted to a view that the microscope is the thing with which to begin. While we have had considerable interest before, yet it has seemed to me that there has been a lack of scientific value in the work.

It has not proceeded on the lines it should. By beginning with the microscope I think we shall get better scientific results.

Prof. F. Y. Mosely, Boulder, Colo. : In regard to text books, I should like to give this one bit of advice. Take that one which tells the student the least about the plants and animals he is going to study. I have tried both of the methods that have been mentioned, first beginning with the frog as a type and in the second, beginning with the amoeba and then working up in logical order of evolution. The second method is greatly superior. There is no special difficulty in looking through a microscope. It would be well to caution students when using the microscope to keep both eyes open. The strain of closing one eye has a very considerable effect upon the sight in the course of time.

Principal Hall, California : It has always seemed to me necessary in science as in other things to begin with the child along the lines of his previous experience and to take him from where he is to where he ought to be. Now the lines of the child's previous experience have been the gross plant forms and the gross animal forms, so I should say that unless the children have had this work in gross forms they ought to have it in the high school before they have any work with the microscope, and I believe it is a mistake to take children fresh from the grammar school and put them at once to microscopical work. That ought to be led up to through a study of the gross forms. With regard to the other paper, some of you may be interested in an experiment I have been trying the past year in the line of Physical Geography. Instead of using a text book, and illustrating various points by experiments as suggested in the paper, I have dropped the text book work entirely and devoted an hour or two each evening during the past year, to writing out experiments and questions upon these experiments which would lead the students of my high school to get for themselves very largely the facts of Physical Geography, leaving out of consideration the general matters that they should have previously learned. The first exercise was to develop the idea of mass and density in a simple way. I told them nothing. I tried to plan so that the questions following the experiments would lead them to see what I wanted them to see. I was surprised myself to find how many of the facts of practical Astronomy, Geology, Physics, and Chemistry I could bring into these experiments, and I was also surprised at the amount of interest I was able to develop in this way.

Mr. Wood, Cleveland, Ohio : I should like to answer the objection to introducing Physical Geography early in the course. I heartily agree with those who urge the value of laboratory work in Biology, Chemistry, and Physics. For that very reason I believe in beginning Physical Geography in the second year. The student will be expected to do quantitative work in Physics, and at least qualitative if not quantitative work in Chemistry in the high school. If he is expected to do quantitative work in Physics, he should certainly have had some previous training in physical principles, and should know what an experiment means, otherwise he will lose himself in the difficulties of manipulation. I also wish to answer the objections of the gentleman to the use of the text book. I think Principal Harris' remarks in regard to text books were misinterpreted. We do not illustrate the text book ; experimental work precedes the assignment of any work in the text book, but it is not wise to get away from the text book entirely. The pupil must have something that he can tie to.

Supt. Nightingale : I believe that no wise board of education, and we know that most boards of education are full of wisdom, will be unwilling to furnish a live teacher with the apparatus and material necessary for proper instruction in this department. I believe that none of us should hesitate about establishing a laboratory in Biology for fear that we may not be able to obtain proper apparatus. The greatest advances along educational lines in the past ten years have been in Science, Biology, Physics, and Chemistry, and I think we owe very much to the enthusiastic scientists of this country for pushing the laboratory teaching of sciences to the front. They set the high schools of the country a magnificent example, which we ought to follow more fully in the teaching of English, Mathematics, and History. I hope the time will come when all subjects will be more largely taught in laboratory form. The advance in the teaching of science in the last few years has been most marvellous, and so marvellous that it seems strange to me that we should ever have taught natural history by the use of text book alone, measuring out the lessons by the foot and yard for our pupils to commit and reproduce to a lazy teacher the next day. Yet such was the method in use only within the last few years. We should abandon this antiquated method of teaching in other departments as well as in science. Biology has been a first year study in the Chicago high schools for four years.

Pupils have not only obtained very valuable knowledge of this subject but their powers of observation have been greatly awakened and their love for investigation and research and discrimination has been greatly developed so that they have been splendidly prepared for the after study of Physics, Chemistry, and Geology and I believe that the great value of Biology as a first year study in the high schools is in this fact. Many a boy has been kept in our high schools because of the study of Biology in the first year. This study has been mainly in the hands of men, while, perhaps Algebra and English have been mainly in the hands of women, and while I value an equal balance of men and women, I do feel that it is a great necessity that the children should be under some male influence in the teaching of the first year, and I believe that by giving Biology very largely into the hands of men, boys are retained in the schools and their love for study is greatly increased. I hope no lady will consider I am discounting her ability as a teacher of Biology, for I am proud to say that two or three of the best teachers of Biology in Chicago are women and we are looking for more. But it is important that there should be this admixture of woman's influence and man's influence in the first year of the high school. There is no study that is more attractive to the boys in the first year of the high schools than the study of Biology and I know it is equally attractive to the girls.

Principal Robinson's paper advocating option by courses instead of by subjects, met some vigorous criticism, especially from Principal Sites, of Washington, and Principal Hall, of California.

Principal C. M. Lacy Sites, Washington, D. C.: We find that the greatest good of the greatest number is not the best motto to follow. The motto ought to be the highest good of every individual. I have heard it said that a principal ought to be more than a programme maker and a bell ringer, yet these terms may well be understood to mean the highest praise. A programme maker does not simply make a programme and turn a pupil loose on it. He should so arrange it that it will allow every individual to be developed to full possibilities of the capacities implanted within him. We want to get away from mere facility in organization. We heard this morning discussion of the correlation of studies in the elementary schools. There was a very clear presentation and comparison of the two ideals of fitting the programme to the demands of the civiliza-

tion of the day, and fitting the programme to the demands of the nature of the child.

These are the tests of the reality of the success of our work. As secondary teachers, we should seek to reach every individual child, and try by studying the individual case, by breaking away from mere facility of organization, to break away entirely from everything that will interfere with giving the widest possible range to the development of the individual.

The most significant thing undertaken by the department was in connection with the paper of Professor William Carey Jones. The Report of the Committee of Ten left things in a condition very unsatisfactory to a large number, if not all, of the colleges and secondary schools. It opened the discussion, but by no means closed it, nor did it even point the way clearly to immediate action. This is not necessarily the fault of the report. It undertook to do a definite thing and did it, but something more was needed. Prof. Jones presented very clearly the attempt made in California to bring together the State university and the schools. He asked the question whether some national understanding might not, perhaps, be reached analogous to that which obtained in that state and also in some other states. The Department of Secondary Education appointed a committee of five and invited the Department of Higher Education to appoint a committee of the same number, these ten to form a Conference Committee on the general subject of Uniform Entrance Requirements. The Department of Higher Education met the request of the Department of Secondary Education with cordial sympathy, and at once agreed to appoint such a committee. The entire composition of the committee is not yet made known, but the following will be members: Principal W. H. Smiley, Denver; Superintendent A. F. Nightingale, Chicago; Principal J. Remsen Bishop, Cincinnati; Professor William Carey Jones, Berkeley, Cal.; Principal C. H. Thurber, Hamilton. It is hoped that President Baker, of the University of Colorado will become a member of the committee, and lend his experience and influence to the work. This conference committee may call to its assistance soon as many others as possible and will, it is hoped, become enlarged event-

ually to a committee of twenty-five, this number to be reached through the appointment of five from the New England Association, five from the Middle States Association, and five from the Northern Central Association. The committee appointed by the National Association will be so selected as fairly to represent that large section of the United States which is not reached by either of the three great associations of colleges and secondary schools. It is to be hoped that this question may be brought up for discussion at the meetings of these several associations before the committee is appointed, and that the committee of five from each association when appointed will do all that it can to collect and formulate the ideas of its association on the subject. Then it is thought that a meeting of the whole committee of twenty-five can be held wherever the National Association meets next year on the day preceding the meeting, or if there is a large amount of work to be done, as will likely be the case, two days preceding the meeting. All the material gathered by the various branches of the committee could then be collated and a plan of procedure produced for presentation to the National Association. Encouragement has already been received that if all the work planned is laid before the Association next year, an appropriation to carry it further may reasonably be expected. In all work of such magnitude involving so many interests rapid progress cannot be hoped for, nor is it desirable. Equally undesirable is the process of marking time. There are evils connected with this matter which everybody recognizes, or practically everybody, and it is high time that the effort be made at least to remove some of them. If a fairly good consensus of opinion can be established among the more influential institutions, others will accept the situation forced upon them. As one speaker put it, the Committee of Ten and various other influences have done a good deal towards bringing the high schools and academies to a standard that might be called par. Now what is wanted is to bring the colleges and universities to par. But we want the same "par" for all.

C. H. T.